

## Pre-Questioning Strategy On Reading Comprehension Achievement At The Fourth Semester Of English Program Study STKIP Taman Siswa Bima

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### ABSTRAK

This study was conducted to investigate the effect of Pre-questioning on Reading Comprehension Achievement of the Fourth Semester Students at English Program Study STKIP Taman Siswa Bima. The aimed of this study were to investigate the effects of pre-questioning students' on the reading comprehension achievement of the Fourth Semester Students at English Program Study STKIP Taman Siswa Bima 2017/2018. The forms of questions were in multiple choice and essay, multiple choice used for reading comprehension tests and essay used for Pre-questioning tests. The method used in this study was experimental design. The data were processed and analyzed according to these steps: taking the data, checking, scoring, tabulating using SPSS program and taking the conclusion based on the statistic result. The result of this study shows that "the Pre-questioning has a significant effect on the students' reading comprehension achievement.

**Kata kunci:** *Pre-Questening strategy, reading Comprehension, students achievement.*

### Background of the Study

There are four skills that should be mastered in English, they are: listening, speaking, reading, and writing. Reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line

with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.

Based on the explanation above, this study is conducted in finding out the effects of pre-questioning on reading comprehension achievement of the Fourth Semester Students at English Program Study STKIP Taman Siswa Bima.

### Objective of the Study

To find out the effect of pre-questioning on the reading comprehension achievement of the Fourth Semester at English Program Study STKIP Taman Siswa Bima.

### Reading Comprehension

It is necessary for the students to master in reading skill and reading comprehension. Cooper (1986:11) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. This idea also supported by Parera in Kahayanto (2005:9), he states as follows:

“Memahami adalah memperhatikan naskah tertulis dengan maksud memahami isinya. Proses ini dilakukan dengan mata diam atau membaca dalam hati. Hasil pemahaman disebut pemahaman bacaan. Cara membaca yang demikian disebut cara membaca pemahaman”.

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

### **Skimming**

Skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail (Kustaryo, 1988:5). This reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully. Moreover, Yorkey (134) defines that there are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material. Azies & Alwasilah (1996:114) said “Aktifitas skimming melibatkan proses membaca, sekalipun dengan kecepatan melebihi kecepatan membaca pada umumnya”.

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

### **Scanning**

Scanning is quickly reading to find the specific information Brown (2001:308) stated that, scanning is quickly searching for some particular piece or pieces of information in a text.

By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose”, Nuttall in Kahayanto (2005:11). When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or a specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs, also, he or she should have the strong belief where he or she will find such information needed from the text.

### **Some Factors that Influence Students' Reading Comprehension Achievement**

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

#### **Internal Factor**

The internal factor means the factor which come from the reader himself (Kahayanto, 2005:13). Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest. 1) **Motivation**, motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation. Edward Deci in Brown (2001:76) defined intrinsic motivation, as follow: *“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.”* 2) **Interest**, interest is being one of the important factors in order to increasing the students' comprehension

achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievements. Because, it is impossible for the students to understand the text if they are not interest and motivated to read. So, it can be concluded that good interest and motivation result is students' achievement.

#### **External Factor**

The external factor has a close relationship to reading material and teacher of reading. They are related one another. 1) Reading Material, the students' achievements' in reading depends on the difficulty level of the text. Thus, it can influence students' achievement if the text given is not at the right level of the students. 2) Teacher of Reading, the teacher of reading should be known the students level competence, so the teacher can prepare the good treatment, strategy or method in teaching reading.

#### **Questioning Strategies**

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, such as: 1) teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion. 2) Teacher question can serve to initiate a chain reaction of students interaction among themselves. 3) Teacher questions giving immediate feedback about students' comprehension. 4) Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions

are. This self-discovery can be especially useful for a pre-reading activity.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students. In this study, the writer interested to use pre-questioning in order to make the general frame of the knowledge.

#### **Pre-questioning**

Brown's (2001) defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

#### **Kinds of Pre-questioning**

According to Harmer (1985:153), there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following: 1) Pre-questioning before reading to confirm expectations, The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading. 2) Pre-questioning before reading to extract specific information is a tool to force the students to extract specific information from the texts. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should seen the text only to extract the information the questions demand. 3) Pre-questioning before reading for general comprehension. 4) Pre-questioning before reading for detailed comprehension. This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

Based on the explanation above, in this study the writer only concern two kinds of pre-questioning, they are: Pre-questioning before reading for general comprehension and the pre-questioning before reading to confirm expectations. In order to deal with students' background knowledge and activating schemata.

Related to this study, the writer used pre-questioning with Indonesian version, because the form of pre-questioning is only to deal the students' background knowledge. Thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

#### **Kind of Questions in Reading Comprehension**

According to Loughed and TOEFL Information Bulletin in Djiwandono (2002:97), usually the questions in reading comprehension tests are about: 1) Main idea: The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by words such as: *main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.* 2) Supporting details: The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to the author...; according to the passage...; who, what, when, where, why, how, which.* 3) Inferring meaning. 3) Passage structure, 4) Author's aim, 5) Knowledge about certain vocabulary, 6) Defining vocabulary based on the context (Djiwandono, 2002:99).

#### **RESEARCH METHOD**

This study was a quantitative with pre-experimental method design. The steps of this study were: 1) selected the participant and measure the instrument, 2) prepared a research plan, 3) executed procedures, 4) Analyzed the data and, 5) formulated conclusions. This study applied in one group, which the group was given a pre-test, treatment, and post-test. Pre-test applied to measure the students' basic competence in reading comprehension before giving pre-questioning treatment. Post-test applied to measure the students' progress or achievement after giving pre-questioning

treatment. Subject of this study was fourth semester students of English program study STKIP Taman Siswa Bima which consists of 50 students and taken by purposive sampling procedure. Data was collected by observation, test, and given questionnaire. Observation applied to get supporting data about student's motivation, interesting, and condition during pre-questioning strategies was applied in their reading comprehension teaching learning process. Test was given as pre and post test to know the students basic competence and progress after and before pre-questioning strategy were applied. Questionnaire was given to know the students opinion about pre-questioning strategies in reading comprehension. The data was analyzed by scoring the students' pre and post test, measure the validity and reliability by using SPSS program, analyzed the observation sheets, and analyzed the students' questionnaire by scoring their answer.

#### **RESULT AND DISCUSSION**

Result of this study based on students pre and post test there were significant progress of students achievement. There were two general result of questioning strategy in reading comprehension achievement such as: 1) Pre questioning before reading to confirm expectations. The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading. 2) Pre-questioning before reading for general comprehension. In this case pre-questioning used to build up the students' prior knowledge. Related to this study, pre-questioning can make the students easily to predict and delimit the topic that is discussed or inform in the text after they read and answer the pre-questioning. In this study was applied pre-questioning with combination between Indonesian and English version, thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

## CONCLUSION

Pre-questioning strategy in reading comprehension subject is effective to help students in develop their skill or ability in understanding texts. This strategy helps the students to understand the texts more comprehensive and can build up the students' motivation and interesting in reading. So, based on the result of this study pre-questioning strategy is one of effective strategy for teaching and learning in reading comprehensive subject.

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